Behavior in the ICF/MR Behavior Management and ICF/MR Regulations



- Behavior is a person's action or reaction to a situation or stimulus.
- We all engage in behavior as part of our daily life.

What contributes to an individual's behavior?

- Medical Conditions (toothache, headache, etc.)
- Psychological Diagnoses (schizophrenia, depression, etc.)
- Ability to Communicate
- Social Situations
- Environment

Behavioral Deficits

What are behavioral deficits?

Behavioral deficits are desired (adaptive) behaviors that do not occur or occur too infrequently.

Behavioral Deficits

Adaptive Behaviors

When acquired and performed successfully, adaptive behaviors will assist the individual to become more independent and better able to adapt to a variety of environments.

Behavioral Deficits

Adaptive Behaviors

Include social skills related to appropriate interactions, interpersonal skills, and social-communicative behavior.

Also include skills related to independent living such as hygiene, grooming, dressing, safety, etc.



In order to learn these adaptive behaviors and reduce the behavioral deficits, individuals must have certain prerequisite skills.

Behavioral Deficits Prerequisite Skills Needed to Learn

- Arousal (state of responsiveness to sensory stimulation)
- Awareness (state or ability to perceive, feel, or be conscious of events, objects or sensory patterns)
- Orienting (awareness of the objective world in relation to one's self)
- Responsiveness (ability to react to suggestions, influences, appeals, or efforts)

Behavioral Excesses

What are behavioral excesses?

Behavioral excesses are undesirable behaviors that occur too frequently. These behaviors are often referred to as maladaptive.

Behavioral Excesses

Maladaptive Behaviors

Interfere with an individual's ability to attend to relevant aspects of social skills training.

The type and level of maladaptive behavior affects an individual's ability to acquire and display social skills.



Maladaptive Behaviors Continued...

Interfere with daily activities.

Counterproductive to the individual.

Inhibit an individual's ability to adjust to a particular situation.

Issues to Think About

Behavioral Deficits

- 1. Effective behavioral assessment tools need to be established.
- 2. Varied behavioral interventions should be attempted.
- 3. Interventions should include behavioral applications, neuromotor approaches, and treatment programs.
- 4. Outcome should look beyond the development of traditional independent and adaptive skills.

Issues to Think About

Behavioral Excesses

- 1. Does the behavior serve or have the purpose to serve a function?
- 2. How does the behavior interact with an individual's internal system of regulating stimulation?

Function of Behavior

What comes next?

In order to modify behavior and decrease behavioral excesses, careful consideration needs to be given to the function of behavior.

Look at W212 and W214 for further guidance in assessing behavior.

Function of Behavior

Based on the regulation at W212 diagnoses must be taken into account when determining the cause of the behavior.

Further, the regulation at W214 states the assessment must take into account the function of the behavior and potential causes that may elicit or sustain the behavior.

The ABC's of Functional Analysis

Antecedents

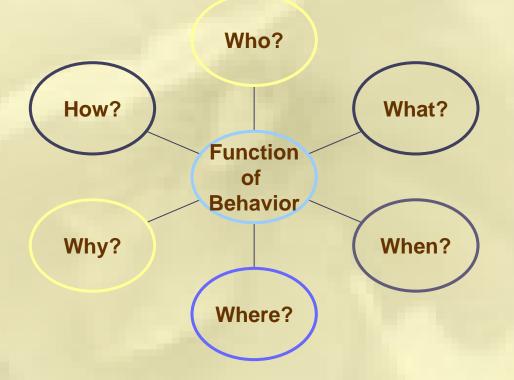
- Specific Situations
 - Specific Events
 - Specific Stimuli

Behavior

•What did the individual do?

Consequence

•What happened afterward?



Who?

Who is the behavior directed toward?

Who is around when the behavior occurs?

Example: Whenever Sally walks into the room, Sarah begins to scream and hit Sally.

This is part of the "A" or the antecedent of the behavior.

When?

When does the behavior occur?

Is there a specific time of day?

Example: Everyday at 11:30 a.m., Jesse begins to bang his head.

This is part of the "A" or the antecedent of the behavior

When?

Does it occur when a specific task is presented?

Does it occur when a specific person is around?

Example: Everyday when staff A is around, Jesse screams and runs in circles.

This is part of the "A" or the antecedent of the behavior.

Where?

Where does the behavior occur?

Does the behavior occur at a certain location?

Does the behavior occur under certain conditions?

Example: Bill screams whenever he goes to the community pool.

This is part of the "A" or the antecedent of the behavior

What?

What does the behavior look like?

Example: Susie hits her head 5 times with the palm of her hand.

Example: Scott blinks his eyes 5 times, hits the wall one time with his right fist and then begins to scream and run in circles.

This is the "B" or the actual behavior.

Why?

Why does the individual engage in the behavior?

Does the behavior fill a sensory need?

Is the individual trying to escape/avoid a task?

Why?

Is the individual trying to communicate something?

Is the individual in pain, hungry, or tired?

Is the individual trying to obtain something?

This is the Functional Hypothesis of why the behavior occurs.

How?

How is the behavior sustained?

How does the behavior help attain what the individual is seeking?

This is the "C" or the consequence of the behavior



You've determined the behaviors and their functions, now what?

You must create objectives to reduce the behavioral excesses and increase the behavioral deficits.

Objectives must be developed and incorporated into the individual's program plan to address all the needs identified through their comprehensive functional assessment, including behavioral needs, based on what will have the most impact on the individual (W227).

The training program must address the type and frequency of data to be collected based on the outcome of the stated objective (W237).

Further, the training program must also address any behaviors that would interfere with the individual's ability to function in, or benefit from the training program (W238).

Based on the regulation at W289 the use of behavior interventions and supports must be incorporated into the client's individual program plan.

When modifying behavior, the least intrusive (least restrictive) interventions should be tried first. Refer to W278 as it relates to ensuring that prior to the use of more restrictive techniques the plan documents that less restrictive techniques have been tried and ineffective.

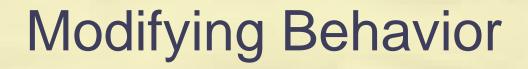
Least Restrictive



In order to prevent prompt reliance, it is important to use the least restrictive prompt possible. Further, it is important to wait five to ten seconds after giving instruction to prompt the individual.

What is Prompt Reliance?

Prompt reliance is when the individual will wait for a prompt even though they have the ability to complete the task without prompting. It is imperative to fade prompting as quickly as possible.



The following slide reviews intervention techniques from least restrictive to most restrictive.

Techniques to Modify Behavior

Increase	Increase	Reduce	Reduce	Reduce	Reduce	Increase	Reduce	Reduce	Reduce
Positive Reinforcement	DRH	Extinction	DRO	Contingent Observation	Response Cost	Negative Reinforcement	Positive Practice	Over Correction	Positive Punishment
Teach New Behavior	DRA		DRI						
Response Differentiation			DRL		Exclusion Time-out			Seclusion Time-Out	
Shaping									
Maintenance Scheduling									

Techniques to Modify Behavior

Although there are many different techniques to reduce behavioral excess (maladaptive behavior) they are all done in vain if individuals are not taught the appropriate skills necessary to increase behavioral deficits (adaptive behavior).

Techniques to Modify Behavior

Differential Reinforcement of High Rates of Behavior (DRH)

In this intervention, the reinforcer is given when the behavior occurs at a higher rate than before. This intervention serves to increase desirable behaviors which decrease the amount of time available for inappropriate behaviors.

Differential Reinforcement of Alternative Behavior (DRA)

In this intervention, the reinforcer is given when another more appropriate behavior is used or observed. This intervention serves to increase the appropriate behavior while decreasing the maladaptive behavior.

DRA interventions are often used to teach replacement behaviors.

Differential Reinforcement of Other Behaviors (DRO)

In this intervention, the reinforcer is given as long as the targeted maladaptive behavior does not occur. This serves to directly decrease the maladaptive behavior.

Differential Reinforcement of Incompatible Behaviors (DRI)

In this intervention, the reinforcer is given when another behavior is used or observed. This intervention differs from DRA because the new behavior is incompatible with the maladaptive behavior.

Differential Reinforcement of Low Rates of Behavior (DRL)

In this intervention, the reinforcer is given when the behavior occurs at a lower rate than before. This intervention serves to directly decrease the rate of inappropriate behavior.

Replacement Behaviors

Once you have determined the function of the behavior and looked at various intervention techniques, you need to determine how you can replace the behavioral excess (the targeted behavior for reduction).



It is necessary to teach alternate behaviors (increase behavior deficits) and diminish target behaviors (reduce behavior excesses) simultaneously.

Replacement Behaviors

Based on the regulation at W239, the training program must provide specific information as to how to elicit or strengthen appropriate behavior and what behaviors to teach, reinforce, or encourage which would reduce or replace the inappropriate behavior. Further, replacement behaviors must be functionally related to the targeted maladaptive behavior.

Replacement Behaviors

It is not enough to reduce maladaptive behaviors. If individuals are not given positive alternatives (adaptive behaviors) that work they will revert to using the maladaptive behaviors that worked in the past.

The New ABC's of Functional Analysis

Competing Stimuli

•What parts of the environment are we willing to change?



Replacement Behavior

What do we want to happen?



Competing Reinforcers

What are we willing to do to make this a reality?





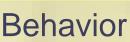






Antecedents

- Specific Situations
 - Specific Events
 - Specific Stimuli



•What did the individual do?



•What happened afterward?

Finding Replacement Behaviors

What can the individual do instead of what they have been doing, that serves the same function?

Evaluate the abilities, strengths, and weaknesses of the individual before determining a replacement behavior.

Finding Replacement Behaviors

In order for a replacement behavior to be effective in reducing behavioral excesses and developing further the behavioral deficits the replacement behavior must serve the same function as the behavior the individual is currently engaging in.

Six Primary Reinforcement Rules

- 1. Reinforcing
- 2. Pairing
- 3. Switch it up
- 4. Contingent and Immediate
- 5. Fading
- 6. Consistent

1. Reinforcers should be Reinforcing:

An item or activity can be determined to be a "reinforcer" only if, over time, the behavior it follows increases over time. A reinforcer is never defined as an item or activity, but only by whether it is associated with an increase in the targeted behavior.

2. Pair Secondary Reinforcers with Primary Reinforcers:

This includes pairing items, activities and social praise with primary reinforcers, or previously established secondary reinforcers. Select items and activities that reflect areas of interest and that are age appropriate.

3. Reinforcers should be "switched up":

In order to prevent satiation of any particular reinforcing item or activity, staff should continually be working to add items to the list of potential reinforcers so that there will always be available options for reinforcement.

4. Reinforcers should be given contingently and immediately:

If a preferred item or activity is not given contingently, it will be extremely hard to build a relationship between targeted behaviors and reinforcers. Access to reinforcement outside of the target behavior contingency reduces the power of the reinforcer.

4. Reinforcers should be given contingently and immediately:

Immediacy teaches the correlation, the contingent relationship, between the response and the consequence. The individual will learn to be sensitive to the differential consequence of a reinforced trial and a non-reinforced trial (attempt). Thus, reinforcement assists in the shaping of target behavior. Over time, the form of reinforcement can change to, for example, a token system, to allow delay of a tangible item or activity.

5. Reinforcement must be faded:

That is, both the frequency and form of the reinforcement should be faded over time to become more and more like the reinforcement schedule and form that will be found in the natural environment. That is to say, in the beginning, a reinforcement schedule is frequently on a 1:1 scale, and the feedback provided is explicit (e.g. "You touched 'car,' good job"). Over time, reinforcers can be given after variable rates of time (e.g. V/R 5min) and with generic praise ("Nice job").

5. Reinforcement must be faded:

It is important to keep in mind that fading reinforcement is a decision based on data, not on an arbitrary deadline. Remember to analyze reinforcement rates and types whenever you might encounter an increase in non-compliance, zoning or maladaptive behaviors. Your reinforcement schedule may need to be increased again in order to get behaviors under control.

6. Reinforcement schedule should be followed *consistently*:

While reinforcement schedules are dense at the beginning - while an individual is learning to learn - this will not always be the case. The more consistent the staff are in the application of reinforcers, the more consistent the individual will be in emitting targeted responses.



Once you have all your pieces, you have to put them all together.

You need to know the abilities of the individual and function of the behavior to develop appropriate replacement behaviors.

Putting it all Together

Knowing what a behavior is does not help the staff if they do not know the function.

Knowing the function of the behavior does not help decrease the behavior if staff are not able to teach appropriate replacement behaviors to achieve the same function as the behavior.



In order to decrease behavioral excesses, replacement behaviors need to serve the same function as the behavior you are trying to decrease.

Putting it all Together

Behavior: Joey hits self on side of head 4 times with closed fist

Function: Joey does this to communicate that he is in pain (This is why Joey engages in the behavior)

Intervention: Staff are to block Joey's hits and redirect him to his picture communication (This is what staff do when the behavior occurs)

Replacement Behavior: Staff are to use Joey's picture communication board paired with sign language to teach him to point to a picture of/sign the word pain (This is what staff teach when the behavior is not occurring)

Putting it all Together Taking a closer look at the function of the behavior

Taking a closer look at the function of the behavior and replacement behaviors:

Function: Joey does this to communicate that he is in pain

Replacement Behavior: Staff are to use Joey's picture communication board paired with sign language to teach him to point to a picture of/sign the word pain

This is an *APPROPRIATE* replacement behavior because the function is communication and the replacement is teaching more appropriate ways to communicate.

Putting it all Together Taking a closer look at the function of the behavior

Taking a closer look at the function of the behavior and replacement behaviors:

Function: Joey does this to communicate that he is in pain

Replacement Behavior: Staff teach Joey to squeeze a squishy ball

This is **NOT** an appropriate replacement behavior because the function is communication and the replacement does not address the need to communicate appropriately.



Is this an appropriate replacement Behavior?

Behavior: Jill takes her clothes off because she does not like the feel of them on her skin.

Replacement: Teach Jill to ask to go to her room.



This was not an appropriate replacement behavior because the behavior targeted for reduction does not serve the function of communication.

Question

Is this an appropriate replacement Behavior?

Behavior: Sam screams when he wants to get attention.

Replacement: Teach Sam to walk up to staff and ask for attention. Staff will give attention when Sam asks.

Answer

This is an appropriate replacement behavior because the behavior targeted for reduction serves the function of seeking attention and the replacement behavior teaches an appropriate way to gain the attention sought.

Find the Appropriate Replacement Behavior

Behavior: Shelby hits her head 6 times on the wall

Function: Shelby does this when she has not been given attention

Replacements:

- 1. Teach her to communicate that she is angry
- 2. Teach her to ask for attention by walking up to staff and tapping them on the back
- 3. Teach her to sit on the couch quietly

Find the Appropriate Replacement Behavior

In the case of Shelby, the appropriate replacement behavior to teach her to ask for attention by walking up to staff and tapping them on the back.

This replacement behavior is more appropriate than the SIB she was engaging in and serves the function of gaining attention.

Find the Appropriate Replacement Behavior

Why the other replacement behaviors are not appropriate:

Teach her to communicate that she is angry (Since she is not angry, this does not serve the function of the behavior)

Teach her to sit on the couch quietly (This would not help her to gain attention and therefore, would not serve the function of the behavior)



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